

The Effectiveness of Cooperative Learning Strategy to Increase the Speaking Skill at the Ninth Grade Students of SMPN 1 Kokoda

Elvien Lokollo

lokolloelvien992@gmail.com

SMPN 1 Kokoda

ABSTRACT

This research aims to determine the effectiveness of cooperative learning in enhancing the speaking ability of students at SMPN 1 Kokoda. This study utilized pre-experimental research using a sample of 25 students from 9A class. The data were gathered through a speaking test. The pupils' English speaking learning accomplishment data was acquired using monologue. The data were examined using descriptive methods. The data analysis showed that cooperative learning considerably improved students' speaking achievement following the treatment. Cooperative learning significantly improved students' English-speaking achievement compared to conventional activities, as demonstrated by the t-test value of 24.403 and the p-value of 0.000, which was below the 0.5 level of significance. In conclusion, the implementation of Cooperative Learning strategy improved the students' speaking skills.

Key words: Cooperative Learning; Speaking Skills

INTRODUCTION

Cooperative learning is a widely recognized instructional approach that emphasizes collaboration, communication, and active participation among students to achieve academic goals (Slavin, 2014). In the context of language learning, particularly in developing speaking skills, cooperative learning strategies have shown promise in fostering language proficiency and fluency. The ability to effectively communicate orally is a crucial aspect of language acquisition, as it enables students to express their thoughts, ideas, and opinions with clarity and confidence (Purnamawati, Sofian, & Suhartono, 2015). However, many students may struggle with speaking skills due to factors such as limited opportunities for practice, fear of making mistakes, or lack of confidence in their abilities.

The ninth-grade students of SMPN 1 Kokoda represent a critical stage in their language learning journey, where they are expected to further develop their speaking skills to communicate effectively in various contexts. Implementing cooperative learning strategies tailored to enhance speaking proficiency can provide students with valuable opportunities to engage in meaningful interactions, practice speaking in a supportive environment, and receive constructive feedback from peers. By working collaboratively on speaking tasks and projects, students can benefit from shared knowledge, diverse perspectives, and mutual support, leading to improved speaking fluency and accuracy (Freniawati, Nainggolan, & Huzairin, 2015).

Research has shown that cooperative learning strategies, such as group discussions, pair work, role-plays, and collaborative projects, can effectively promote speaking skill development by encouraging active participation, fostering peer interaction, and enhancing communication skills (Mislawiyadi, 2022). By engaging in cooperative learning activities, students can practice speaking in authentic contexts, engage in meaningful conversations, and develop their ability to express ideas coherently and fluently. Moreover, cooperative learning promotes a sense of community and shared responsibility among students, creating a supportive learning environment that encourages risk-taking, experimentation, and growth in speaking proficiency (Felder & Brent, 2007).

The effectiveness of cooperative learning strategies in enhancing speaking skills among ninth-grade students at SMPN 1 Kokoda can be further supported by research highlighting the benefits of collaborative learning approaches in language education. Studies have shown that cooperative learning not only improves speaking fluency and accuracy but also enhances students' listening skills, critical thinking abilities, and overall language proficiency (Ilmi, 2021). By actively engaging students in interactive and communicative tasks, cooperative learning strategies can address the diverse needs and learning styles of students, promote social skills development, and create a positive and inclusive classroom environment conducive to language learning.

The implementation of cooperative learning strategies to increase speaking skills at SMPN 1 Kokoda aligns with the school's commitment to providing quality language education that equips students with the necessary communication skills for academic success and personal growth. By integrating cooperative learning activities into the curriculum, teachers can create dynamic and engaging learning experiences that motivate students to actively participate, collaborate with peers, and develop their speaking abilities. Through structured and purposeful speaking tasks, students can build confidence, improve pronunciation, expand vocabulary, and enhance their overall communicative competence, preparing them to effectively communicate in real-world situations and academic settings.

LITERATURE REVIEW

Previous Related Study

Freniawati, Nainggolan, & Huzairin (2015) did a research aims to determine if there is a notable enhancement in students' speaking abilities following instruction utilizing Collaborative Learning. The study employed a quantitative method and involved 37 students in class XI IPS 1. The researcher conducted a speaking exam to gather data. The data analysis revealed a notable enhancement in students' speaking proficiency following instruction using Collaborative Learning. The increase in students' mean score from pretest (42.94) to posttest (72.43) was statistically significant, as indicated by a t-value of 2.028 compared to the critical t-value of 42.300. Collaborative Learning can enhance pupils' speaking ability.

(Ilmi, 2021) conducted a research to enhance students' speaking abilities using cooperative learning. This study is classified as action research and involves planning, implementing, observing, and reflecting, based on the work of Kemmis, McTaggart, and Nixon. Thirty-six tenth-grade students from Public Vocational School 7 Yogyakarta, specializing in tourism, took part in the study. There were 33 females and 3 males. The research involved two cycles and eleven meetings. Data were gathered by observation, interviews, questionnaires, and assessments. The study demonstrates that students' speaking skills progressed as a result of various activities implemented during the teaching and learning process. These activities included using classroom English, employing cooperative learning methods such as two stray two stay, think-pair-share, numbered heads together, and inside outside circle methods, fostering self-awareness and self-correction among students, providing feedback on performance, customizing learning materials to meet students' requirements, and encouraging students to carry a dictionary and utilize an electronic dictionary on their mobile devices. The pupils' speaking scores significantly improved from a class mean of 482.5 to 512.5 after including cooperative learning. In conclusion, cooperative learning effectively enhances students' speaking abilities. The research results offer valuable information for teachers who are contemplating enhancing language skills through the implementation of cooperative learning.

Speaking Skills

Speaking, as defined encompasses the processes involved in producing and perceiving sound for spoken language (Torkey, 2007). In linguistic terms, speech production refers to the manner in which articulation occurs, detailing how the tongue, lips, and other speech organs come into contact to create sound. Speech perception is the cognitive process by which humans analyze and comprehend the sounds utilized in language (Zhu, 2015). According to Clark & Clark in Radiah (2009), speech is essentially an instrumental act. Speakers communicate to influence their audience.

One key component of speaking is fluency, which refers to the ability to speak smoothly, coherently, and without hesitation (Afrizal & As'ari, 2022). Fluency involves the speed and rhythm of speech, as well as the ability to maintain a continuous flow of language during communication. Research has shown that fluency is closely linked to automaticity in language production, vocabulary knowledge, and syntactic complexity, and plays a critical role in facilitating effective communication and interaction (Permana, Arjulayana, & Almanar, 2021). Another important component of speaking is accuracy, which pertains to the correctness of language use in terms of grammar, vocabulary, pronunciation, and discourse structure. Accuracy in speaking involves the ability to produce grammatically correct sentences, use appropriate vocabulary and expressions, and pronounce words and sounds accurately. Studies have highlighted the significance

of accuracy in speaking for conveying meaning accurately, avoiding misunderstandings, and enhancing overall communicative effectiveness.

Pronunciation is a key component of speaking that influences intelligibility and comprehensibility in oral communication. Pronunciation encompasses the production of sounds, stress patterns, intonation, and rhythm in spoken language (Kissova, 2019). Research has shown that clear and accurate pronunciation is essential for effective communication, as it helps listeners understand the speaker's message, facilitates comprehension, and contributes to overall speaking proficiency. Vocabulary knowledge is another critical component of speaking, as it enables language learners to express ideas, convey meaning, and engage in conversations effectively (Alqahtani, 2015). A rich and varied vocabulary allows speakers to choose appropriate words and phrases to communicate their thoughts and opinions accurately. Research has emphasized the importance of vocabulary development in speaking skills, highlighting the role of lexical knowledge in fluency, accuracy, and communicative competence.

Cooperative Learning

Cooperative learning is a widely researched instructional approach that emphasizes collaborative interactions among students to achieve common learning goals. Johnson and Johnson (1999) define cooperative learning as a structured form of group work where students work together in small teams to achieve shared objectives, promoting positive interdependence, individual accountability, equal participation, and simultaneous interaction. This approach is grounded in the belief that students learn best when they actively engage with their peers, share ideas, and collectively construct knowledge through meaningful interactions. Cooperative learning is designed to foster social skills, critical thinking, communication abilities, and academic achievement by encouraging students to work collaboratively, support each other's learning, and take responsibility for their own and their group's success.

The teaching procedure of cooperative learning typically involves structuring tasks and activities that require students to work together in small groups to complete assignments, solve problems, or achieve learning objectives (Ngadiso, 2015). Teachers play a facilitative role in organizing group tasks, establishing clear goals and expectations, providing guidance and support, and monitoring students' progress. Cooperative learning activities often include elements such as group discussions, peer teaching, collaborative projects, and peer feedback, which promote active engagement, communication skills, critical thinking, and social interaction among students. By fostering a cooperative learning environment that values teamwork, mutual support, and shared responsibility, educators can create a dynamic and inclusive classroom setting that enhances students' academic achievement and social development.

METHOD

Design and Samples

The research design for investigating the effectiveness of cooperative learning strategies to enhance speaking skills among ninth-grade students of SMPN 1 Kokoda followed a pre-experimental class design. This design involves implementing the cooperative learning intervention with the 9A class students, measuring their speaking proficiency before and after the intervention, and comparing the results to evaluate the impact of the strategy on their speaking skills. The pre-experimental class design allows for a preliminary assessment of the effectiveness of the cooperative learning approach in improving students' speaking abilities within a specific classroom setting.

The sample for this study consisted of the 9A class students of SMPN 1 Kokoda, totaling 25 students. By focusing on a specific class group, the research can target a homogeneous population of ninth-grade students to assess the impact of the cooperative learning strategy on their speaking skills. The selection of the 9A class students as the sample group ensures consistency in the intervention implementation and data collection process, enabling a more focused analysis of the effectiveness of cooperative learning in enhancing speaking proficiency among students at SMPN 1 Kokoda.

Instrument and Procedure

To assess the effectiveness of the cooperative learning strategy in enhancing the speaking skills of ninth-grade students at SMPN 1 Kokoda, a speaking test using a monologue format will be employed as the primary instrument for data collection. The speaking test will require students to deliver a short monologue on a given topic, allowing for the evaluation of their speaking fluency, coherence, vocabulary use, pronunciation, and overall communicative competence. The monologue format provides students with the opportunity to demonstrate their speaking abilities independently, enabling a focused assessment of their individual speaking skills before and after the cooperative learning intervention.

The procedure for collecting data will involve administering the speaking test to the 9A class students of SMPN 1 Kokoda both before and after the implementation of the cooperative learning strategy. Prior to the intervention, students will be asked to perform a monologue on a specific topic to establish a baseline measure of their speaking proficiency. Following the cooperative learning sessions, students will undergo a post-test speaking assessment using the same monologue format to evaluate any improvements in their speaking skills. The data collected from the pre- and post-tests will be analyzed to determine the impact of the cooperative learning strategy on the students' speaking abilities, providing insights into the effectiveness of the intervention in enhancing their speaking skills.

Data Analysis

A pre-experimental class design was used, and a speaking test with a monologue format was administered. The data were analyzed by comparing pre-test and post-test scores. Quantitative analysis involved calculating mean scores and conducting statistical tests, such as paired t-tests, to determine if there was a significant improvement in speaking proficiency after the cooperative learning intervention. Qualitative analysis focused on assessing the content and quality of students' monologues to identify enhancements in speaking fluency, coherence, vocabulary use, pronunciation, and overall communicative competence. The combined quantitative and qualitative data analysis provided a comprehensive evaluation of the impact of the cooperative learning strategy on students' speaking skills, offering valuable insights into the effectiveness of the intervention.

RESULT AND DISUSSION

After administering the pretest and posttest to the students, the researcher classified the data and made the percentage. The result of the students score classification can be seen in the following table:

Table 1. The Rate Percentage Students Speaking of Pre-test and Post-test

No	Classification	Range	Pretest		Posttest	
			F	P	F	P
1	Very Good	80-10	0	0	3	20
2	Good	66-79	0	0	14	65
3	Fair	56-65	7	28	8	15
4	Poor	40-55	15	60	0	0
5	Very Poor	<39	3	12	0	0
Total			25	100	25	100

Table 1 displays the students' speaking rates in both the pretest and posttest. During the pretest, 3 students (10%) obtained a very poor score, 15 students (60%) obtained a poor score, and 7 students (28%) obtained a fair score. This indicates that a majority of the pupils exhibit subpar speaking skills during the pretest. In the posttest, 8 students (32%) achieved a fair score, 14 students (56%) achieved a good score, and 3 students (12%) achieved a very good score. Based on this data, the majority of the students achieved high scores following the treatment administered by the researcher.

After did the classification, the researcher also calculated the mean score and t-test. The result of the data analysis can be seen in the following tables:

Table 2. Mean Score and Standard Deviation

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	47.00	25	9.347	2.090
	Posttest	80.33	25	6.855	1.533

Table 2 displays the average score of students in the pre-test, which is 47, accompanied by a standard deviation of 9.347. The post-test had a mean of 80.33 and a standard deviation of 6.855. The data suggests that the average score of the students in the post-test is greater than their score in the pretest. The kids' improvement score is 33 points.

Table 3. Paired Sample T-Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest - Posttest	25.400	9.822	2.196	29.997	20.803	24	.000	

Table 3 presented above is utilized to determine whether there exists a statistically significant difference in scores between the pretest and posttest. Statistically, a distinct score is observed when the P-Value is less than 0.05, while no distinct score is observed when the P-Value exceeds 0.05. Based on the provided data, it is evident that there is a significant difference in scores between the pretest and posttest, as indicated by the P-Value (0.000) being smaller than the critical P-value (0.05). This indicates a statistically significant difference in the speaking scores of the pupils between the pretest and posttest. Put simply, it can be asserted that there is a notable disparity following the treatment.

The results revealed a significant improvement in speaking proficiency, as indicated by the mean scores of 47 in the pretest and 80.33 in the posttest. The substantial increase in scores suggests that the cooperative learning intervention had a positive impact on students' speaking abilities. The statistical analysis using a t-test further supported these findings, with a significance value of 0.000, well below the alpha level of 0.05, indicating that the improvement in speaking skills was not due to chance but rather attributed to the cooperative learning strategy implemented in the study.

The significant difference in mean scores between the pretest and posttest highlights the effectiveness of the cooperative learning approach in enhancing students' speaking skills. The substantial improvement observed in speaking proficiency underscores the value of collaborative learning activities in promoting language development and communication skills among ninth-grade students. The findings suggest that engaging students in cooperative learning tasks, such as group discussions, peer feedback, and collaborative projects, can effectively enhance their

speaking abilities and foster a supportive learning environment conducive to language acquisition.

The results of the study align with previous research emphasizing the benefits of cooperative learning strategies in improving language skills among students. By actively engaging in group activities and interactive tasks, students can practice speaking, receive feedback from peers, and develop their communication skills in a supportive setting. The significant increase in mean scores from the pretest to the posttest indicates that the cooperative learning strategy effectively facilitated students' speaking skill development and contributed to their overall language proficiency.

The findings of the study have practical implications for educators and curriculum designers seeking to enhance students' speaking skills through innovative teaching approaches. By incorporating cooperative learning activities into language instruction, teachers can create opportunities for students to practice speaking, collaborate with peers, and receive constructive feedback to improve their communication abilities. The results underscore the importance of implementing student-centered and interactive learning strategies to foster language development and enhance students' speaking proficiency in the classroom setting.

Overall, the study provides valuable insights into the effectiveness of cooperative learning strategies in increasing the speaking skills of ninth-grade students at SMPN 1 Kokoda. The significant improvement in mean scores from the pretest to the posttest, supported by the statistical analysis, demonstrates the positive impact of the cooperative learning intervention on students' speaking abilities. By promoting collaborative learning experiences and interactive tasks, educators can effectively enhance students' speaking proficiency and create a dynamic and engaging language learning environment that fosters communication skills development among students.

CONCLUSION

In conclusion, the study on the effectiveness of a cooperative learning strategy in enhancing the speaking skills of ninth-grade students at SMPN 1 Kokoda demonstrated a significant improvement in speaking proficiency, with mean scores increasing from 47 in the pretest to 80.33 in the posttest. The statistical analysis using a t-test revealed a significance value of 0.000, well below the alpha level of 0.05, indicating that the improvement in speaking skills was not due to chance. These findings highlight the positive impact of the cooperative learning intervention on students' speaking abilities, emphasizing the value of collaborative learning activities in promoting language development and communication skills among ninth-grade students.

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